

Transition Cheat Sheet

1. Invitation

- Here are some reminders about inviting OVR/or any other agency to your IEP meetings:
 - Make sure the appropriate boxes are checked off and members of the team are listed
 - Check the 1st box for an annual IEP meeting, and check the 2nd box for a revision meeting
 - If the student is age 14 year or older, the transition planning box must be checked
 - If an agency or agencies are being invited to the meeting, the transition services box must be checked and the agency/agencies must be listed by name and as a team member.
 - **Put this statement in the box if no agencies are invited:** No agencies are invited at this time by the school or parent, but transition planning will be discussed at the IEP meeting with the IEP team
***UNLESS the student is already linked with an agency such as MH/IDD, Keystone Human Services, etc...
 - How do you know if the student is linked with an agency? Ask when you are scheduling the IEP meeting. If parents want the agency to attend, they can invite them or you can.
- The student must be invited to the IEP meeting if they are age 14 years or older, and must be addressed on the invite, and listed as a team member
- Provide evidence that an agency representative was invited to the IEP meeting, with **prior consent** of the parents (can be either written or verbal permission, with documentation of date and time)
- **The OVR Early Reach coordinator can be invited to all IEP meetings for students age 14 years or older (or will turn 14 during the duration of the IEP), as well as any other agency involved with the student.**
- Please remember to ask parents if they want OVR (or any other agency) to attend IEP meetings when you are scheduling a date/time with them.
 - If they say NO, then state on the invite: OVR (or any other agency) invited, but parents declined.
 - If they say YES to OVR (or any other agency) attending the meeting, then email the appropriate OVR counselor (agency representative) the student's name and the date/time/location of the meeting and ask if she is available to attend. Here is the contact information for the OVR counselors in both Cumberland and York counties, please note the grades the counselors are assigned to.
 - Stacy Shirk (Cumberland County students)
 - Andrea Sodaro – asodaro@pa.gov (York County students)
 - If she says YES, then state: OVR invited to attend

- If she says NO, then state: OVR invited, but unable to attend
- If she doesn't respond, then state: OVR invited, but unable to attend.

2. **Introduction paragraph** of the IEP/RR should include the following:

- Age
- Grade
- Disability (diagnosed disability --- needed by agency)
- Current program (learning support, emotional support, autism support, life skills support, etc.)
- Anticipated graduation date (and if they are graduating on credits or goals)
- Current number of credits (High school only)
- Related Services (OT/PT/Speech)
- Brief mention of post-secondary goals

3. **Transition Present Levels**

- Should include all activities that were listed in the previous years' IEP. All assessments should be dated, listed by name, and have the results written in narrative form and interpreted.
- The **new parent/student transition surveys** that were distributed in September should be the only student/parent surveys and independent living assessments that are being given district wide.
 - The information gathered from the surveys should be reported in the present levels in narrative form, not in a chart taken directly from the surveys.
 - Parent Survey: The instructional/academic, communication, behavior and social skills information should be reported in the parent input section in the present levels. The vocational skills, disability awareness, post-secondary education, employment, and independent living should be placed in the transition present levels section.
 - Student Survey: All information can go in the transition present levels section.
- **Transition Summary** should be placed at the end of the transition present levels and have the following format:
 - Transition Summary
 - Post-secondary Education/Training: use goal from grid
 - Employment: use goal from grid
 - Independent Living: use goal from grid
 - Agencies:

- 9th-10th Grade students, mention OVR and the Early Reach presentation offered in the spring.
- 10th-12th Refer students to OVR, provide student and family with brochure and application.
- If a student has an Intellectual Disability/Autism and does not have an open case with the county, please include making a referral to the appropriate county with MH/IDD
- If a student has an open case with OVR, MH/IDD, or any other agency, please make note of the open case along with the case manager's name
- Every IEP must include the paragraph about the secondarytransition.org website: Student/family is recommended to explore the Pennsylvania Secondary Transition Guide - www.secondarytransition.org. This website offers information on agencies and support, community living, employment, health, self-determination, recreation and leisure, financial supports and services, post secondary education and resources, and schools.
- Summary: Compare the student's previous post-secondary goals to this year, noting what has changed/stayed the same

4. Transition Grid

- **All three areas must be addressed – Post-secondary education/training and Employment will always be marked YES, and Independent living will be based on your assessment either YES/NO**
- **You need a minimum of 1 Service and 1 Activity in each box – each must have their own line**
- **Service:** Based on skill deficits (why they are in special education). Anything that is Progress Monitored such as goals, including Related Service goals (Speech, OT, PT, etc.) You REPEAT services in each box in the grid that they apply to. (e.g. improving reading comprehension will probably be beneficial being placed in all grid boxes.) Do not write out the entire goal on the grid, be brief (i.e. Improve reading skills, Improve math skills, Improve time on task, etc.)
- **Activity:** Can be done at Any time, by Anyone, at Any place. It is NOT progress monitored. Once an activity is listed once in the GRID, it does not need to be listed again in another grid box. (e.g. OVR referral would most likely go into the Employment Box). **Use the WSSD Transition Planning Checklist for a list of activities to list on the grid.**
- Word your Activities in a way that the district is not accountable to provide the activity if it is something that the student or family needs to do on their own, or after school hours. The wording should be centered on providing information to student/family and the student/family will need to follow through on the recommendations, should

they choose to. (e.g. Recommended referral to Office of Vocational Rehabilitation (OVR) **Or** Provide information to XXX and family about Office of Disabilities (ODS) at institutions of higher learning.)

- You DO NOT need to include why you are listing an activity. (e.g. Suggested referral to Office of Vocational Rehabilitation (is all you need) for possible services during and after high school (not needed on grid). Or Information provided to family to contact the Office of Disabilities at interested post-secondary schools for possible services at the post-secondary level.)
- **Specially Designed Instruction (Accommodations):** Do NOT need to be placed in the grid, unless specific to supporting a post-secondary goal.
- **Frequency:** You can no longer write, AS NEEDED. Instead ***write DAILY during a typical school day.*** That means that they will be used daily, if needed. You can also write 1 time at annual IEP meeting if you are giving out information to parents, or 1x/school year if it is something like a Career Interest Inventory.
- **Location:** Always try choosing the type of classroom first, if the service is provided at the school level, choose the school. If it is to take an inventory and the student will do that in a special education classroom, then choose special education classroom. Same for goals...if they are taught in the special education classroom, choose that location. If the service is provided across environments, choose that. For example, speech might be worked in across all settings at the students applies skills in all classes throughout the day. HS teachers may choose community if their students go outside the building for activities/services, AND if the recommendation is for the student/parent to pursue something such as a linkage to an agency, a college tour, registering for the SAT, etc....choose School Name (CCHS or RLHS) as that is the location of the IEP meeting where the recommendation occurred. Typically, you will not choose a specific school as a location, but there might be exceptions to this like above where recommendations are made 1x only at the IEP meeting. Remember, this IEP might be transferred to another school district, so we really should be putting in type of location and not specific location of service in most situations.
- **Person(s)/Agency Responsible:** **JUST WSSD or LEA.** Not CCHS/RLHS. We are also not writing student or family or agency in that box any longer. Instead the district is providing information to students/families for which they need to follow through. **You can list CPAVTS if that school is providing a service or a need in conjunction with WSSD.**
- **Course of Study on Transition Grid:** Must include current and projected courses for the following year. If the courses do not align at the beginning of the school year, a revision must be made.
 - Classes that receive grades (not experiences/activities)
 - Addressed in present levels
 - If taking a transition elective explanation of course activities/experiences

- **Post-secondary Goals/Statements:**

- All goals must occur after high school
- These goals are not the same as annual IEP goals
- Post-secondary goals are not progress monitored
- The student's name must be included in the goal

- **Sample Grid Goals/Statements:**

- **Post-secondary education/training:**

- Upon graduation from high school XXX has a goal of attending a post-secondary program to study (insert program of study here, e.g. computer science or related field).
- Upon graduation from high school XXX is planning on attending a non-traditional college certificate program to study (insert program of study here, e.g. hospitality, culinary, etc.). ***Use this statement for students planning interested in non-traditional college programs such as DREAM, HACC's Bridges**
- Upon graduation from high school XXX is planning on receiving on the job training in his/her competitive place of employment. (list specific area of employment, if known e.g. warehousing). ***use this statement or students planning on pursuing competitive employment right upon graduation from high school**
- Upon graduation from high school, XXX is planning on enlisting in the military in the field of (e.g. mechanics or related field). *****do not list specific branch of the military**

- **Employment:**

- Upon graduation from high school, based on present levels of performance, XXX has a goal of seeking competitive employment based in his/her area of study (insert program of study here, e.g. computer science, etc. or related field). *** use this statement for students who are attending a post-secondary program**
- Upon graduation from high school, based on present levels of performance, XXX has a goal of seeking competitive employment based in his/her area of study (insert program of study here, e.g. hospitality, culinary, etc.) after attending a non-traditional certificate program. ***use this statement for students planning on attending non-traditional programs such as DREAM, HACC's Bridges Program, etc.**
- Upon graduation from high school, based on present levels of performance, XXX has a goal of seeking competitive employment based in his/her area of interest with/without supports. ***use this**

statement only for students planning on pursuing competitive employment right upon graduation from high school

- Upon graduation from high school, based on present levels of performance, XXX has a goal of obtaining employment in the military, is his/her field of training (insert area of interest). ***use this statement for students planning on enlisting in the military, do not list specific branch of the military**
- Upon graduation from high school, based on present levels of performance, XXX has a goal obtaining employment within the family business.
- **Independent living (must be based on a current independent living assessment – using the WSSD Transition Survey)**
 - Upon graduation, based on present levels of performance, including an independent living assessment given on (list date) the IEP team has determined that XXX will be able to live independently without support. There is no goal needed at this time for independent living. ***Note: if this is the case, you are finished with this box. DO NOT list any courses of study, services or activities in the grid. MUST CHOOSE NO HERE**
 - Upon graduation, based on present levels of performance, including an independent living assessment given on (list date), the IEP team has determined that XXX will need support in the area of Independent Living. ***Note: if this is the case, you must list courses of study, services and activities in the grid. MUST CHOOSE YES HERE**

5. Needs

Make sure there is alignment throughout the IEP

- Addressed in present levels
- More critical on transition grid (i.e. organization – related to employment)
- Must be addressed in measurable annual goals, SDI or related service

6. Goals and Objectives

All goals and objectives should include the following:

- Condition
- Name
- Behavior (what you can see)
- Criteria (how well, how consistent, how often – bi-weekly, monthly)